Lesson Plan Template Rev 10/1/09 Dr. Thieman

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| *Name*: Allison Searfus | *Age/Grade Level:* 10 |
| *Subject Area(s):* Social Studies | *Unit Title*: Examining Government  Control and Cultural Resistance  Through Prohibition |
| *Lesson Title:* Reaction and Resistance  to Prohibition (Day 3) | *Estimated Time:* 90 min |

**Purpose/Rationale for lesson:**

To investigate methods of resistance which emerged from the American people’s reaction to prohibition.

**Curriculum Framing Questions:**

Essential Question: What level of control should the government have over its citizens?

Unit Question that applies to this lesson: How was government control resisted during prohibition?

Lesson or Content Question(s): What methods did society employ to resist and undermine the law?

**Goal:**

Students will understand that a consequence of government control is cultural resistance.

**Learning Objective(s):**

* Students will gather and critically reflect on why certain images represent the American people’s response to prohibition.
* Students will be able to identify the importance of context in research.
* Students will work with classmates to create a WANTED poster for one group which resisted prohibition.
* Students will be able to share with the class what they know about their resistance group.

**Curriculum Standard(s):**

**SS.HS.HS.06** Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900

**SS.HS.HS.06.01** identify and understand the effects of 19th century reform movements on American life in the early 20th century.

**Materials Needed:**

* Computers (Internet)
* At least one printer
* 2 poster boards
* Scissors
* Glue or tape

**Background knowledge or skills students need prior to lesson:**

* Knowledge of the Temperance movement, and the 18th amendment.
* Knowledge of the pro- and anti-prohibition points of view during the early 20th century.
* Know what is meant by the terms: prohibition, ethanol, alcohol, spirits/liquor.
* Computer and researching skills

**Hook or Introduction**:

As the students enter the room, have written where they can see it clearly (on the board/overhead/computer projector):

**In a representative sample of 115 films from 1930 what percentage of films referred to liquor? What percentage depicted drinking?**

* Closest guess for each will get extra credit
* Answers will be revealed at the end of class

Begin recording guesses on a spreadsheet or by hand as the students get settled

Call on any students who are not paying attention or still chatting to take a guess.

When the room is quiet ask if anyone does not know what a representative sample is and explain if they do not.

Acknowledge that not everyone was able to make a guess in such a short time, but that they are able to give the teacher their guesses before the end of the period as long as it doesn’t disturb class

**Procedures:**

\* this class period would most likely have to take place in a computer lab or library

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| **Activity** | **Key Concepts Presented** | **Higher Order Thinking Skills** | **What the Teacher is Doing:** | **What the Student is Doing:** |
| **Previous Day's Homework** | *Resistance to prohibition, bootleggers, smugglers, speakeasies, alcohol consumption* | *Analyzing Understanding* | Giving half the class Document 1 and half the class Document 2 and asking them to analyze the documents in order to come prepared to discuss the question: how did America react to prohibition? | Reading and analyzing either Document 1 or Document 2. |
| **Document Analysis/ America's Reaction to Prohibition Through Images** | *Resistance to prohibition, bootleggers, smugglers, speakeasies, alcohol consumption* | *Analyzing Understanding Evaluating* | Instructing those who read Document 1 to sit in the front half of the room and those who read document 2 to sit in the back half of the room. | Listening |
| Going over the displayed instructions with the students: |
| ◦In partners search online for images which you feel represents America's reaction to prohibition |
| ◦ Each partner should pick 1 image and print out 2 copies (make sure you cite where you got it from!) |
| ◦Take 5-10 minutes and write why you feel the image you chose represents America's reaction to prohibition |
| ◦When you are done: |
| Group 1: come to the front of the room and tape your image to the poster board |
| Group 2: go to the back of the room and tape your image to the poster board |
| ◦return to your seat |
| Walking around the room and monitoring the students progress, answering any questions, reminding them to go past the first page of Google images | Searching for images/ printing out 2 copies of images which they feel represents America's reaction to prohibition/ spending 5-10 minutes writing why they feel the image they chose represents America's reaction to prohibition/ Going to either the front or back of the room and attaching their image to the poster board |
| When everyone has completed the tasks or time is up instructing group 1 to go and see the poster board in the back of the room and group 2 to see the poster board in the front of the room | Going to see whichever poster board they did not post to |
| Asking everyone to return to their seats and requesting that someone from each group to summarize for the class what document they analyzed | Return to their seats/ listening or summarizing for the class what document they analyzed |
| Guiding a discussion about: | Listening, offering insights, asking questions |
| ◦ which images were chosen and why |
| ◦ what might have been missing from either of the documents |
| ◦ how the two documents might work together to create a more complete picture about American reaction to prohibition |
| ◦ how information can be manipulated by removing context / how students can avoid this when researching |
| Transition | | | Bringing the discussion to a close, remind the class that while there were varied reactions to prohibition, we have already learned about the Temperance movement and enforcement attempts so today the focus is on resistance. | Listening |
| Instructing the class to count off in 5's and assemble in their groups | Counting off by 5's/moving into their groups |
| **Digital WANTED Poster** | *Resistance to prohibition, Bootleggers, smugglers, flappers, speakeasies, organized crime* | *Remembering Understanding Applying Creating* | While ensuring the directions are displayed in the front of the room, Go over with the students that each group will be researching one of the following groups: | Listening |
| ◦ bootleggers |
| ◦ smugglers |
| ◦ flappers |
| ◦Speakeasies |
| ◦organized crime |
| and making and presenting a digital WANTED poster which meets the following criteria: |
| ◦ Name and any alias' (any other nicknames for the group) prominently displayed |
| ◦ has an image which represents the group |
| ◦ Has an accurate and completed "Wanted for the crime (s) of" section |
| ◦ Has a "location last seen" section |
| ◦ Has a sources cited section saved to a separate page. |
| ◦ Be prepared to present during next class.  Showing the students a few examples of WANTED posters |  |
| Walking around, monitoring progress, asking and answering questions about the students work, telling the class how much time remains | Working in groups to research their resistance group/organizing the information they find into a WANTED poster |
| When 5 minutes remains, instructing the class to clean up and return to their seats | Finishing up their posters/cleaning up/ returning to their seats |
| **Homework** | *Resistance to prohibition, Bootleggers, smugglers, flappers, speakeasies, organized crime* | *Analyzing Understanding* | At the end of the clean up time, instructs students to reflect on the image they chose at the beginning of class:  ◦ Do they still think it represents America's reaction to prohibition?  ◦ If yes, why?  ◦ If no, can you find another picture which better represents America's reaction to prohibition? | Analyzing and writing |

**Differentiation/Accommodation**.

**Attention to Literacy:**

**Closure:**

Once everything is put away, in the last 5 minutes of class, reveal the answers to the question posed at the beginning of class:

**78% of the films referred to liquor and 66% depicted drinking.[[1]](#footnote-1)**

Find out who the winners are!

**Assessment and Evaluation of Student Learning:**

* Students participation throughout the period will be monitored: did they contribute to group research and the group poster?
* Students reflections about the images they chose, both the part written in class and the part written for homework, will be graded for understanding and logic.

**Materials:**

* Document 1: Brief overview of “Bypassing the Law” from *America in the 20th Century*.
* Document 2: Two charts from the Ohio State University Temperance and Prohibition page (<http://prohibition.osu.edu/default.cfm>)

1. U.S. Apparent Consumption of the Drinking Age Population in Gallons per Year, 1850-1983

### Production of Malt Beverages in the U.S.

* Examples of WANTED posters:

<http://upload.wikimedia.org/wikipedia/commons/3/35/John_Wilkes_Booth_wanted_poster.jpg>

<http://www.flickr.com/photos/seattlemunicipalarchives/3424331348/#/photos/seattlemunicipalarchives/3424331348/lightbox/>

<http://store.ushistory.org/showitem.asp?iid=223>

1. Kyvig, D. E. (2000). *Repealing National Prohibition, Second Edition.* Chicago: University of Chicago Press. [↑](#footnote-ref-1)